1. Topic
	1. Comparing objects to identify their units of measurement between ounces and pounds. Utilizing spatial reasoning and prior knowledge to estimate the use of a unit for an object.
2. Objectives/Standards
	1. After thoroughly explaining the difference between the measurement unit of ounces and pounds the SWBAT distinguish more or less between ounces and pounds when measuring six object.
		1. Vocabulary
			1. Ounces
			2. Pounds
			3. Unit
		2. CC.2.4.3.A.1 - Solve problems involving measurement and estimation of temperature, liquid volume, mass or length.
3. Teaching Procedures
	1. Anticipatory Set (5 mins)
		1. Introductory bag – bag of coffee beans, can of chicken noodle soup, where the red fern grows (hard cover book),five quarters (five members of my family) 10 pennies, six pieces of sheet music
		2. Bring out a feather and present it to the class
		3. Tell students “**I have been trying to weight this feather on my scale at home, but nothing shows up when I put it on the scale. What do you think I’m doing wrong?”**
			1. Teacher should give students a minute to think about the question presented to them.
			2. Student answers should be it’s too light for the scale
				1. Talk to students and say there are other forms of measurement
				2. **What does a scale that we go on measure? Weight. What do we say when someone asks us how much do we weight? A number and then what do we put at the end? Pounds! Can anyone tell me what a pound is?**

**The pound is used for measuring the mass of medium to large objects such as a person.** Allow students to have some time to explain their thoughts

**Is a feather a medium to large object in weight? No. What word would you describe a feather? Light, airy, etc.**

* + 1. Development1 (3-5 mins)
			1. So we discussed pounds, but does anyone know what unit we would use to weigh a feather?
				1. Provide time for students to think about their answer
				2. Provide a hint: **I’ll give you a hint, its how we measure an amount of water. You see it on a plastic water bottle**

If students don’t say ounces, write the abbreviated unit on the board (oz)

Wait a few seconds to address what it is. Remind students to raise their hand if they know what it is on the board

* + - 1. **Yes! This measurement is called ounces. Ounces is used if an object is less than one pound. When there are 16 ounces, that is equal to one pound.**
				1. **Do you think a feather is less than one pound?**

Students should say yes

* + 1. **Development II (20 mins)**
			1. **Now we will be filling out this chart together to determine if some objects should be measured in ounces or pounds**
				1. Make sure students are all looking at you as you are about to give them instructions
				2. Release them to pick up supplies on the back table of the classroom. Students should pick up the chart template and a glue stick.

Teacher will pass out the precut pictures

Will ask for helpers. There will be six pictures and each student will pass out one of the pictures to their classmates.

* + 1. **Guided Practice 1 –**
			1. **Second Grade, I need you all to listen to my instructions before we make this chart. I will call you by table to go to the back table to pick up the chart template and a glue stick. Please do this quietly and quickly, so that we can start our activity.**
				1. Call by table and if students need redirection, go back to the table and supervise
				2. Also see if any students have questions about the different units
			2. After students are finished picking up their supplies choose students to pass out the different pictures to their classmates**. I would like a volunteer from each table to come up to help me pass out pictures to their table.** When students come up, instruct them on what they will need. Ask how many people are at the table and give them the correct number for their table.
				1. **Class, I will write which pictures you need to make sure everyone receives the correct pictures. There will be a bag of coffee beans, can of chicken noodle soup, hardcover book, five quarters, 10 pennies, and six pieces of paper. When you receive all of your supplies put them at the top of the desk and I will tell you what we are doing next.**

Wait for students to get organized and walk around the classroom to make sure students are following instructions

* + - * 1. **Now that everyone has their supplies, I would like you to talk with your table for the next 5 minutes about where each picture should go. They don’t have to be perfect, but I would like you to try your hardest. Don’t glue them down yet, but just place them on the chart.**

Teacher will start a timer and update students on the time that they have left. Make sure you are walking around the room checking the progress made

* + - * 1. After five minutes has passed teacher will check on student progress and write their own chart on the board. Teacher will tell students to place their chart at the top of the desk. **I will be going through each picture and to start we have the bag of coffee beans. Would the bag of coffee beans be more or less than one pound? If it is less than a pound what is the correct measurement?**

Wait for a few hands to go up

* + - * 1. Call on a student**, What did your group decide for how to weigh the bag of coffee beans? Student answer. Can you explain why your group decided this? You don’t have to be the one to explain but you can have people from your table help you.**

Look for answers that say the bag of coffee beans is a small object with a low weight/mass

Student should answer pounds

* + - * 1. **Now class, I would like you to glue this picture in your ounces column. Wait for all students to glue their picture down. Where do you think I should place the can of chicken noodle soup? Wait for student answers. Does this look like it would be closer to one pound or one ounce**

Students should say one pound

* + - * 1. **Now you can glue the picture of the can of soup in the pounds column. What about the hardcover book? One pound! You all are doing so well with this! Now you can glue the picture of the water bottle in the pounds column. Would five quarters be more or less than a pound**  Class should say less than a pound.
				2. **What about ten pennies?**

**Ounces, why?**

**Have students explain their reasoning to you**

* + - * 1. **Our last picture is a six pieces of paper. Would we use pounds or ounces to weigh this?**

**Why do you say it should be ounces?**

It would be less than one pound due to how light it is

* + - * 1. **Let’s review what we put in each column five quarters, ten pennies, and six pieces of sheet music in the ounces column. For the pounds column, we have a can of soup, a bag of coffee beans, and six sheets of paper**
			1. **Independent Practice (5 mins)**
				1. **I’m going to show you three more photos and I would like you to write them in the column they should belong to. You don’t have to draw them, but write what they are. If you need help with the spelling, I can tell you after I read the word.**

**First object is pencil. Is that closer to once ounce or one pound (**ounces**)**

**Next object is a baseball. Is that closer to one pound or one ounce** (pounds)

**Last object is a battery. Would it be measured in pounds or ounces?** (ounces)

Allow students a minute in between to place their answer in the column.

* + 1. **Closure (5 mins)**
			1. **What two terms did we learn about today? Pounds and ounces. Is a bag of coffee beans one pound or one ounce? One pound. Are five quarters more or less than a pound?**
				1. Ask teacher if there is a place where students can place their work,

Put them in their folder

1. Materials
	1. Promethium board
	2. Pounds and ounces chart
	3. Class set of glue sticks
	4. Pictures of the objects
2. Adaptations/Plan Modifications
	1. Will have to ask teacher about students with special needs
	2. One student does need the teacher’s voice elevated during the lesson
	3. If there is not enough time to finish the lesson, the independent activity will be the closure for the students.
	4. If there is more time left over, students will be able to explore estimating how many pounds an item would be or ounces
3. Evaluation
	1. Formative
		1. Teacher will be walking around checking the charts to see if students are understanding the topic
		2. Teacher will be making sure students are explaining their thoughts
		3. The independent practice will be formative
	2. Summative
		1. Ounces and pounds will be on their unit test and is a standard taught in second grade for their goal
4. Reflection
	1. Not applicable yet because the lesson has not been taught